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TRUSTEE vs. SUPERINTENDENT IN TEACHER SELECTION AGRICULTURAL POSSIBILITIES IN EASTERN KENTUCKY

By R. W. KINCAID,
Superintendent Bath County Schools

"The law of 1920 wisely made the superintendent the executive officer and secretary of the county board of education, with special authority over the teaching body, including their appointment and assignment, quoth the almost forgotten report of the Kentucky Survey Commission.

Certain it is that if the 1920 legislature acted wisely in conferring upon the superintendent the power to appoint and assign teachers, the 1924 legislature which took away that power acted unwisely. Nevertheless the 1924 Kentucky General Assembly, with too much thought for satisfying what they termed "a popular demand" and too little consideration for the welfare of Kentucky's school system and her thousands of boys and girls dependent upon that system for educational enlightenment and advancement, repealed the enactment of 1920 and placed upon the statutes a law which gives the subdistrict trustee the undisputed right to select the teacher of his own choice.

Those engaged in educational work are generally agreed that the trustee method of teacher selection is fundamentally wrong, wholly without merit and unworthy of any sound argument in its favor. This attitude of school people toward this method of teacher selection is to be expected. But real encouragement is found in the fact that rural school patrons, interested in providing the very best educational advantages for their children, are fast coming to entertain the same view and even trustees, themselves, admit the advantages of teacher selection by the superintendent.

This is an age of preparation through training for one's vocation in life. Today the educational institutions of Kentucky are crowded with students in training for the teaching profession. But what assurance is there that the subdistrict trustees to be elected throughout rural Kentucky on May 7th, and every two years thereafter, will have any appreciable conception of the value of professional training to the teacher in her work. No doubt many of them will recommend some certain teacher, not because she has had long and thorough professional training; not because her past experience in the school room has proven her worth as a teacher; not because she is in anywise suited to the school conditions under which she will be expected to work; but because she satisfies the trustee's personal and untrained ideals of just what a teacher ought to be and in many cases because she is his own child or the child of a relative or friend. Men, in many instances, will offer themselves for the trusteeship, not for the purpose of selecting the best teacher available, but for the express and probably well concealed purpose of making a job (job is the correct word as here applied), for some particular teacher, who is probably inadequately trained, wholly unsuited, unworthy, unsuccessful in past experience and totally unfit and incompetent to discharge the duties and meet the responsibilities placed upon her by reason of the position she is to fill. The welfare of the children of the district is too frequently forgotten by the trustee in his zeal to place

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State Normal School and Teachers College MOREHEAD, KENTUCKY

Summer Session

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Courses leading to:

- The Provisional Elementary Certificate
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Thousands of acres of woodland and hills furnish splendid opportunities for hiking and kodaking.

Tuition and lectures free to all.

Dr. William Rouse Jillson, State Geologist, will give a series of lectures over a period of three weeks on the Geography and Geology of Kentucky.

Dr. J. T. C. Noe, Professor of Education, University of Kentucky, will appear on our lecture schedule.

SCHOOL WORK IN CARTER COUNTY

By FARRIS McGLONE,
Superintendent of Schools

Carter county, with an area of 413 square miles, has 7,318 children in the school census, being taught in public and private schools. There are 109 different schools in the county, of four different classes, namely: Two private schools, one fourth class city school with a census enrollment of 693 pupils, eight independent graded schools with a census enrollment of 1,674 pupils, and ninety-eight rural schools with a census enrollment of 4,951 pupils.

The public expenditure in 1926, for educating each pupil in the city school was a little more than \$28. The average public expenditure for each pupil in the independent graded school was nearly \$22, while the public expenditure for educating each pupil in the rural school was a little more than \$13.

I shall mention the work of the rural schools, as this is the only class of schools which is under my supervision. Many of these schools are in remote places and are inaccessible except afoot or horseback. Many of these buildings are in very bad condition with no playground for the children. These buildings are being replaced on better sites, with new and more modern one-room buildings.

While visiting these rural schools, I found about sixteen schools doing very

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MONTGOMERY COUNTY SCHOOL NEWS

The Montgomery County School Board has consolidated four colored schools with the Montgomery County Colored Training School. Free transportation is furnished students. This is a forward movement in Negro education.

Mrs. W. G. Marshall, the present superintendent of schools, has been re-elected for a period of three years. Mrs. Marshall is one of the state's most progressive superintendents, and the friends of education congratulate Montgomery County for securing her services.

Camargo Consolidated School has been made into a four-year high school. This school is planning an extensive program in Junior Club Work, and at present has the largest enrollment along this line of any school in the county.

Classes in Home Care of the Sick have been organized in both County High Schools, which not only have large enrollments of students, but parents and teachers.

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EDUCATION IN FLOYD COUNTY

By JOHN STEPHENS,
Superintendent of Schools

No longer does superstition and hatred rankle in the hearts of the mountaineers. The progress of industry and education has driven these things from his mind. Feuds are now only legendary. The murderers are no longer classed as heroes. Schools and churches have slowly enlightened the mountaineer's mind to better things. His dark broodings are forgotten in the task of educating his children.

Within the last few years Floyd county has made long strides in education. Never before has there been such interest taken in education by the rural communities as at present. From every nook and corner there comes a cry for better schools. Everywhere that it is possible districts are being consolidated into bigger and better schools. The people of these consolidated districts vote special taxes upon themselves for the maintenance of their schools. Floyd county now boasts of eleven of these Consolidated Schools and seven High Schools, three of which are accredited.

Martin and Maytown have grown within the last few years from little one-room rural schools into standard, four-year accredited high schools. The little village of Bonanza, situated five miles from the railroad and with no

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By H. C. HAGGAN,
Head Department of Agriculture

The average teacher in the rural schools of eastern Kentucky are doing very little toward bettering the agricultural conditions in his community. If a concentrated effort was launched, the agricultural conditions in most of the mountain counties could be greatly benefited within a few years. It does not mean that the rural teacher must become a specialist in agriculture to be of service. - It means that the teacher must be rural minded if he is to become a successful teacher in the mountain counties. He must know some of the outstanding problems of his patrons and assist in their solution.

Recently, the rural schools of Montgomery county in cooperation with the county agent, put over an agricultural survey that embraced every community. The rural teachers took the lead and had students take home the blanks asking for definite information. The county superintendent told the writer all but two schools took an active part. She further stated, that if Montgomery county is to develop agriculturally, the rural schools must take an active part in the community life about their schools and the teachers must be rural minded.

Kentucky's Problem

According to the 1920 census, Kentucky's biggest single industry is agriculture. Her area is made up of approximately 25,700,000 acres of land of which 21,612,722 acres are in farms. The same census shows that this state had 270,626 farms. However, the 1925 census shows this number has been cut by about 12,000, showing that smaller farms are diminishing and being absorbed by the larger farms to cut operating expenses.

The farm lands alone were valued at \$1,050,752,680, buildings at \$254,406,256, and machinery at \$48,354,857, or a total farm outlay of \$1,511,901,077. Farm expenditures for labor were about \$15,292,169, for fertilizers \$3,579,499, and for feedstuff \$16,016,699 annually.

The total value of all grain crops (corn, wheat, rye, etc.), in 1920 was \$151,792,740, hay and forage \$43,399,964, vegetables, including potatoes, \$26,163,576, and all crops including tobacco \$125,982,608. The value of all farm products of Kentucky's soil was \$348,654,624 annually, or an average of but \$1288 per farm.

Kentucky has long been known as the home of good livestock but it is limited to few sections and very little purebred stock is found in the mountain counties. The total value of all livestock was \$158,388,288.

The 1925 census shows that most of these figures have been reduced from 25 per cent to 40 per cent.

There are approximately 250,000 farm boys between the first and twelfth grades of school. It is estimated that about 40 per cent of these leave school because of economic conditions before they complete the eighth grade. If this estimate is true then about 100,000 boys are leaving the schools without any specific training for their vocations. At this time there are close to 65,000 farm boys between the ages of 14 and 20 who have chosen farming as their vocation.

Since about 15 per cent of our stu-

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An Equal Educational Opportunity For Every Child In Kentucky

By ROBY J. NICKELL,
Superintendent Greenup County
Schools

If we are to fulfill the principles set forth in the Declaration of Independence, "That all men are created free and equal," Kentucky must awaken to the fact that she must give to every child within the boundaries of this commonwealth equal opportunity for training for citizenship. We can not hope to make due progress while the children of wealthier sections of this state have splendid buildings, well equipped and well trained teachers, with good facilities for getting to and from school, and children of the less favored sections poor dilapidated buildings, inadequately equipped, poorly paid and meagerly trained teachers.

It is true, wealth has accumulated in certain sections of our commonwealth and we are all more or less victims of circumstances. But at the same time we are citizens of this commonwealth. The future of our state depends not upon the welfare of a few fortunate individuals living in a favored region, but upon the progress of the mass. Everyone of us has made our contribution to the wealth of this state. The industrial and commercial centers located near supplies of natural resources, at or near the means of communication, are not to be considered units entirely to themselves.

When the great industrial and commercial centers of our country and state were endangered, the Government did not stop at state or sectional lines when it issued its call for four and one-half millions of boys, the flower of our national manhood. It went to the poor sections along with the rich and drafted the poor boys just as it did the rich and if any escaped the draft, it was more often the rich. If our Government has the right to call, and no one doubts this right, the rich and the poor, the fortunate and the unfortunate, to defend the property of state, then it seems to be logical as well as just that it should provide equal opportunity for these same boys for training to fit them to live in time of peace as well as in war. We were not consulted under what conditions or in what section of this commonwealth we were to be born. But nevertheless it is the birthright of every American citizen to have the same opportunity as his neighbor so far as the state is concerned.

We do not have to move from our county to see the inequality of educational opportunities. There are eight graded schools in our county, each having at least an eight-month term of school. With the exception of one, they have good buildings (five with new modern buildings), well equipped and so situated that all the children can more or less conveniently get to and from school the year around. In our rural district at this time of the year the roads are almost impassable. In numerous districts the children have to travel creek roads to get to school and in many instances they have long distances to go.

Let us compare the educational opportunity of the children in the graded schools with those of the children in the rural schools:

	Graded Schools	Rural Schools
Teachers completing 4 years college work—	6	none
Teachers completing 2 years college work—	9	none
Teachers completing 4 years high school—	22	18
Teachers completing 2 years high school—	9	12
Teachers completing no high school—	4	39
Teachers having 3 or more years experience—	30	29
School expenditures—Graded schools, \$136,322.46; rural schools, \$61,108.07.		

Enrollment—Graded schools, 2738; rural schools, 2850.

Per capital expenditures—Graded schools, \$19; rural schools \$21.

Equal educational opportunities in Greenup county! More than twice as much money is being spent on each child in the graded district as on each child in the rural district. Not for one moment do we begrudge the advantage which the more fortunate graded school pupil has. The sole purpose of this article is to show, if possible, that the rural schools have problems. Not only does this exist merely between the rural and graded districts, but it exists between counties of this state.

Take the above comparison and look at the qualifications of the teachers of the two districts. There is no reflection on any rural teacher who is doing her best. But it is an undeniable fact that better qualifications demand better pay, and better pay demands more efficient work.

When we want a house built, we hire a carpenter. When we want blacksmith work done, we go to the blacksmith. No one thinks of going to the blacksmith to get an expert piece of carpentry done unless he is an exception to his trade. But when we want schools taught, whom do we hire? Whom do we place to develop our greatest natural resource? In many cases, just anybody who has a certificate to hold school. Refer again to the table. Does it not show some consideration on the part of our graded schools in the selection of teachers? Are not the boys and girls at the head of the hollows just as deserving of consideration? Should not their interest as future citizens of this commonwealth have the same consideration as any other?

Notice how the state of Maryland looks after its boys and girls. It provides equal opportunity for the boy and girl living in the rural section of the state with the boy and girl that live in the richer section, and if the levy in the poorer counties is not sufficient to give those poor counties a nine-month school, then the state steps in and supplements an additional amount from money collected from the richer counties to equalize the counties so that all may have a nine-month school.

There are numerous factors to our solution of equal opportunities. One of the greatest in Greenup county is roads. Not one red cent of state money has been spent in our county this year for roads (except on the E. K.). Yet our people have shown their willingness to do their part by voting a \$200,000 bond issue to be used in part with a balance of \$125,000 from the old issue in building state roads. Not one spade of dirt has been upturned. Yet the richer sections of our state use funds made available by the state at large, tear up better roads than are built for us, and rebuild them while we wade mud knee-deep and wonder why God should created such an unfortunate region.

The time has come to remedy these defects. To do so requires the full co-operation of every citizen. We get what we want if we want it bad enough. Remember that our officers are the servants of the people instead of the recipient of service. Let us work for a road system in old Greenup county that will give to each and every child a highway on which it can travel to and from school. And at the same time urge that our next General Assembly pass a law redistributing the state school fund, not on the per capita basis, but upon a basis which will give the poorer sections at least some of the opportunities enjoyed by the richer.

The welfare of this country depends upon the training of the many. Let us bear in mind that the boys and girls of today are the men and women of tomorrow. They will soon take their place in the race of life and if we fail to give each an opportunity to fit himself for the race, he has not gotten his heritage. The spirit of this grand old commonwealth demands that the facilities for equal educational opportunities for every child in Kentucky be made not fifty years hence, but NOW.



MORGAN COUNTY HIGH SCHOOL 1926-27

By BERNARD E. WHITT,
Superintendent of Morgan County
Schools

The Morgan county high school opened the fall semester Sept. 6, 1926. Prof. D. P. Morris, who had been principal of the Montgomery county high school at Mt. Sterling for four years, is principal and came highly recommended.

Mr. Morris is a Smith Hughes man and the school was made a Smith Hughes school under contract with the state and federal government. Also a Domestic Science department was opened under the instruction of Miss Lucille Dobbins of Lexington.

The enrollment of the entire school has reached 450, about one hundred and thirty of whom are in the high school. Fifty per cent of the pupils are from the county outside of the West Liberty district. The county has sold the one dormitory which it owned and has just recently purchased about two acres of land, and two good buildings which adjoin the campus, which are to be used as dormitories—one for boys and one for girls.

The county high school buildings now consist of one large auditorium, which is used also as a gymnasium and will seat about one thousand persons; one brick building, steam heated and in first class repair containing eleven class rooms; and two dormitories which will accommodate about fifty pupils. There are seven acres of campus. The faculty consists of four high school teachers, six grade teachers, one music teacher and one expression and art teacher.

Trustee vs. Superintendent In Teacher Selection

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some favored teacher on the county's payroll.

Already attention is turned to the election of subdistrict trustees and in many districts candidates are before the voters. In some districts candidates have announced themselves as favorable to certain teachers and thus in instances of this kind the race is more concerned with the selection of a teacher than with the election of a trustee. Friends and relatives of the teacher are lining up to "see that she gets the school" and a great deal is heard about the teacher's "claim to the job," while little is heard about the child's claim to the best teacher obtainable. Nor is this the worst situation to be found—on the other hand it is very likely the best. In other districts where there is less interest in school affairs and little or nothing is said about the election of a trustee other aspirants to the trusteeship are taking advantage of this apathy and "laying low" with the hope that on election day one or two voters will quietly go to the school house and secure the election of these "dark horses." Later an indifferent and unsuspecting people and a helpless childhood may awake to find that the seemingly unimportant election of a trustee has brought to the district an incompetent teacher, very likely in the person of the trustee's daughter or some close relative.

Again quoting the report of the Survey Commission we find this reference to Kentucky teachers: "Better leadership is Kentucky's first educational

need. But efficient superintendents, supervisors and principals must have better trained teachers to work with. Obviously, do what it will, Kentucky will never have satisfactory schools until its teachers are better trained." Since this report was made Kentucky has been provided with better leadership. Generally speaking county superintendents are better trained and more efficient than they were a few years ago when they were chosen by popular vote and when the standard of qualifications was lower than now. But regardless of how efficient a superintendent may be his efforts will count for little as long as his teaching force, the very instrument with which he must work, is selected as unprofessionally as it now is. His talents, his ability for leadership and his professional training are largely wasted unless he is provided with a trained force of teachers eager to co-operate with him in bringing his county to a higher educational level.

The county superintendent is professionally trained to recognize successful teaching ability. He knows school conditions as they exist in each subdistrict; knows the past record of his teachers; is familiar with the needs of his system and knows just how to proceed to solve the educational problems with which he is confronted. Because he is not dependent upon the electorate for his position he may exercise his best judgment in appointing and assigning teachers without fear of jeopardizing his position.

The appointment and assignment of teachers is one of the greatest and most disagreeable responsibilities yet delegated to the superintendent and certainly it is not one to be craved because of the power it confers, but because of the opportunity for service it

The Adminis



Administration Building

offers. The superintendent who undertakes to assign teachers for any other reason than for the improvement of his school system will soon find his name in disrepute and his position held by some more worthy individual. His professional judgment in discharging this particular duty will be directly reflected in the type of work done by his teachers and in time by the condition of his schools as a whole.

Everywhere the county superintendent is recognized as the head of the county school system and the leader of the school forces. To him is assigned the task of perfecting a working organization of his teachers; directing and supervising the actual work of the class room; introducing from time to time new methods of procedure and various other work that can only be successfully done through the very closest of co-operation between the superintendent and his teachers. Selection of teachers by the present method shears the superintendent of his most effective means of securing co-operation. Teachers, so long as they obtain their positions through the trustee, are independent in a large degree of the superintendent, and quite frequently assume the "I don't care" attitude, which means that co-operation so essential to any work, more especially that of an educational nature, is not to be had in satisfying quantities.

Furthermore, the selection of teachers by trustees is unfair and unjust to the better trained and better prepared teachers. Their rightful places in the school rooms are being filled by younger, less experienced and more poorly trained teachers—teachers, who trained or untrained, successful or unsuccessful, competent or incompetent, satisfy the trustee. Why should a teacher, ambitious to prepare herself for real service,

spend years in training and preparation, only to find that in securing a position she must compete with the teacher who barely meets the legal requirements? What incentive is there for training and preparation? Why not be satisfied with only such preparation as will meet the legal requirements and then "run" a trustee who will deliver the goods?

The present method of teacher selection is wrong from every angle from which it may be considered. Wrong

for the teacher; wrong for the child; wrong for Kentucky. And the real teachers of Kentucky—the warp and woof of her educational system—who love and honor their chosen work, and whose aim in life is the furtherance of education—these, and those of Kentucky's citizenship interested in her educational advancement, should unite to secure relief from this injustice to the teaching profession; this handicap to Kentucky's progress; this injury to Kentucky's childhood.

MOREHEAD'S TASK

F. C. BUTTON, President

Morehead's Task is Morehead's opportunity, and the opportunity of the Commonwealth of Kentucky as well.

Eastern Kentucky had been long neglected by the State. No institution had been established in the great and increasingly prosperous region known as "The Mountains."

Education above the grades in this section of the Commonwealth had been left largely to the Church schools, and they had done a splendid piece of work, but the day had come for the State to undertake this service, bear this burden and exercise the high privilege of training teachers to teach the children of the Eastern part of the State, hence the establishing of a new Normal School to train teachers in, or near the field, where they were to see service.

The undivided opinion of the Morehead Faculty is that our school has four functions, if we are to fully meet our responsibilities:

1. To develop our material as found in young men and women.
2. To train them for service.
3. To supervise them in service, in helpful cooperation, of course, with the State and County School authorities, who must always be in supreme authority.
4. To create higher ideals and standards in the profession and among the citizenry.

Agricultural Possibilities In Eastern Kentucky

(Continued from page three)

dents enter high school and about one-third of these graduate, it is evident that a good agricultural program should be put over in the grades.

Again, what does this mean to the teacher? It was stated that farm values of land and products decreased from 25 to 40 per cent from 1920 to 1925. This is affecting you as a teacher for it means less taxes collected on this falling off in assessments. You are being affected by the kind of agriculture in your community as your salary is being paid largely by farm taxes. Probably the county superintendent notified you last year that a lower salary scale would be in effect. Did you criticize the superintendent and board of education for this, or reason it out that land values were decreasing and it was up to the rural teacher to foster a good agricultural program whereby better yields, better quality of products, could be obtained at lower costs of production and marketing?

Notice how the following affects a rural school. One county school superintendent told the writer the average assessed valuation of land in the various school districts of his county average but \$40,000 and the average number of children per district was 40. The tax rate is 50 cents per \$100 which gives but \$200 from the district. This is supplemented by the per capita tax from the state by \$280, thus giving a total of \$480. Out of this the school must pay repairs, improvements, equipment, teacher, increase the sinking fund, insurance, etc. If the teacher received all of the money for the seven-month term, her salary could not exceed \$68.50 per month. But suppose the agriculture of the community was greatly improved and the assessed valuation was increased to \$100,000. At the same tax rate the district would have \$780 to run its school. Deducting \$180 for expenses of school, this would leave \$600 for teacher's salary and for a seven-month term he would receive \$85.70 per month.

What Are the Possibilities?

Have you noticed how rapidly industries are developing in the mountain counties? The population is rapidly increasing. With each additional person in the mountains it places a burden on the farmer to feed him. Foods are being shipped in hundreds of miles away that could be cheaply grown at home. The increasing population in many eastern Kentucky towns will afford better markets and higher prices for foods.

The population of eastern Kentucky is buying apples from the Northwest at from 5 to 10 cents each while the hills about can grow fruit that can well compete with this far off producing center. Floyd county and others are beginning to realize this and are planting young trees, learning to care for the orchard by modern methods of training, pruning, cultivation, and spraying. The varieties should be carefully selected as some are more subject to insect attacks and diseases than others. Their planting distances will vary. Some varieties are shy pollen bearers and pollinizers should be planted with them. Select the site carefully, have a well drained location and in a place where there is no frost pocket.

The hill section could produce raspberries profitably. Such varieties as

Cumberland for the black and Cuthbert for the red are profitable. One can usually expect close to 1200 quarts per acre if proper culture is given. In selecting the plants, disease free plants should be had. This institution can supply names of such growers and give approximate prices. Blackberries and dewberries are also given about the same culture as raspberries.

Grapes on the hillsides could be made profitable. With the coming of good roads, these as well as other fruits could be sold through roadside markets. Locations around growing cities and mining camps are desirable.

There are sections where strawberries can be profitably grown. Varieties adaptable to this section can be supplied by this department.

Hillsides too steep for cultivation should be put in grass and more dairy cattle kept. With limestone available in many of the counties sweet clover should be sown. This plant carries the same inoculating bacteria as on the roots of alfalfa. Therefore, wherever sweet clover can be raised, alfalfa can be also. A crop of sweet clover turned under is almost equivalent to six tons of manure turned under. One of the mountain's biggest problems is to increase the fertility of the soil. Nitrogen, phosphorus, and lime are lacking. The soil is low in organic matter. In Minnesota there are about 400,000 acres of sweet clover. Professor Boss says that in that state in purchasing the amount of nitrogen supplied by sweet clover at \$90 a ton, it would take 71,110 tons of commercial fertilizer at a cost of \$6,400,000. It pays to grow nitrogen. Sweet clover furnishes excellent pasture for dairy cattle.

Because of the increasing demand for ice cream and milk products together with the increasing population in eastern Kentucky, more dairy cattle will be found profitable. Purebred stock should be advocated. Butterfat is stable in price and can be shipped to consuming or manufacturing centers at a profitable price.

The cheap hillsides could profitably keep poultry. What Pike county has done in this respect, and Carter county, can be done in many of the other mountain counties. Poultry keeping well fits in with the dairy industry and fruit growing. A flock of 400 birds can be made to furnish a much better living than the average mountain farmer is making. There are more children probably attending school on "chicken" money than on tobacco money. Few children are kept home to feed the chickens while they are kept from school to work in tobacco patches.

On much of the cheap hillside in Kentucky sheep could be cheaply produced. The dog laws should be enforced as this is keeping one of the largest industries out of eastern Kentucky. While the farmers of the bluegrass section are selling hundreds of thousands of dollars worth of spring lambs, the farmers of the mountains have nothing to sell during the same period. Kill the stray dogs and raise lambs as they are many times more profitable.

Gardens could be made more profitable. Help the patrons to control the various insect pests such as cabbage worm, Mexican bean beetle, potato beetles, and many others. This department will be glad to furnish the teachers with formula showing the strength and materials to use.

Over half the mountain counties have now employed county agents. Have them come out and help in the agricultural work. Assist in the organization of agricultural clubs. The agent will be pleased to help you. Study the agriculture of your community and build your program about it. The mountain section is one of the most neglected parts of Kentucky and has the greatest promise in future development. There are about nine million acres not suited to farming in this state and yet could be made to produce profitable timber. Henry Ford recently turned over to the state 200,000 acres of land for reforestation, under the recent forestry law. Mr. Ford recognized that this is a good law. That explains why some people are millionaires and others are poor. Some fail to grasp the opportunity about them.

EDUCATION IN FLOYD COUNTY

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industry whatever except the little farms, a few years ago had a one-room school with only 20 pupils. But the people became interested and after a hard struggle they are now able to boast of a four-year approved high school.

Prestonsburg now has one of the best schools in its history but the buildings are not sufficient. A contract is being let for the construction of a high school building to cost approxi-

mately \$30,000.

The building program for last year was very extensive. Eleven new school houses were built and contracts let for the construction of five more. In the building program of last year was a brick building at Betsy Layne costing approximately \$30,000 and a brick building at Auxier costing approximately \$25,000. Two the buildings now being contracted for are to be of brick and will cost approximately \$30,000 each.

Better schools and more competent teachers is our aim for the coming year.

SCHOOL WORK IN CARTER COUNTY

(Continued from page one)

fine work, with good attendance, good interest, and a good community spirit. About thirty were doing the average work of the rural schools in the surrounding country. About fifty were doing very poor work, with poor attendance, little interest, and scarcely any community spirit. This last group of schools was usually a very small

school with an inexperienced, noninterested teacher or a teacher with a lifetime certificate who quit the school work (except teaching for a salary), as soon as the certificate was issued.

Fourteen of these schools have collected, from pie suppers and other community gatherings, \$450 which was used in purchasing necessary equipment for the schools.

We have a good wide-awake County Farm Agent who is doing much to help the boys and girls, by organizing agricultural clubs in various parts of the

county. This work is also interesting the parents very much. Many rural schools are dropping below the minimum census requirement for existence, largely because the rural people wish to have better schools and are leaving the rural sections to find them. We are planning to get the teachers interested in this agricultural work. With the co-operation of the teachers and the county agent we hope to make the school work more practical and our home life better, so the girls and boys will stay at home, enjoy life, and make the community a more desirable place in which to live.

Morehead State Normal School and Teachers' College — Summer School Schedule

NORMAL SCHOOL				TEACHERS COLLEGE			
Subject	Credit	Teacher	Time	Subject	Credit	Teacher	Time
AGRICULTURE:				AGRICULTURE:			
Horticulture 43	1/2 unit	Haggan	7:50- 8:45	Horticulture	2 hrs.	Haggan	10:15
EDUCATION:				EDUCATION:			
Rural Probs. 31b	1/4 unit	_____	1:20	Home Agr. 65	2 hrs.	Haggan	11:10
Ru. Sch. Mgt. 32	1/2 unit	Jayne	10:15-11:10	EDUCATION:			
Meth. and Obs. 41a	1/4 unit	Lappin	10:15	Int. to Teach. 51	2 hrs.	_____	1:20
ENGLISH:				EDUCATION:			
Eng. Lit. 31	1/2 unit	Mrs. McGuire	1:20- 2:15	Prin. of Psy. 52	2 hrs.	Groves	7:50
Grammar 31a	1/4 unit	Mrs. McGuire	11:10	Prim. Methods 54	2 hrs.	Hard	2:15
Lit. Types 42a	1/4 unit	Estrem	3:10	Gen. Meth. 61	2 hrs.	Lappin	2:15
MATHEMATICS:				EDUCATION:			
Algebra 12	1/2 unit	Vansant	7:50- 8:45	Directed Teach. 63	2 hrs.	Lappin	_____
Algebra 21	1/2 unit	Vansant	10:15-11:10	Directed Teach. 64	2 hrs.	Lappin	_____
Plane Geom. 32	1/2 unit	Holbrook	1:20- 2:15	Ru. School Adm. 65	2 hrs.	Jayne	1:20
Arith. 41a	1/4 unit	Holbrook	8:45	Tests and Meas. 71	2 hrs.	_____	8:45
SCIENCE				EDUCATION:			
Gen. Sci. 11	1/2 unit	Nickell	7:50- 8:45	Educ. Soc. 81	2 hrs.	Groves	11:10
Adv. Gen. Sci. 41	1/2 unit	Nickell	1:20- 2:15	ENGLISH:			
Eup. Geog. 32a	1/4 unit	Braun	3:10	Grammar 51	2 hrs.	Robinson	8:45
HISTORY:				ENGLISH:			
Am. Hist. 32a	1/4 unit	McGuire	7:50	Eng. Lit. 61a	2 hrs.	Estrem	11:10
Prbs. Am. Dem. 41b	1/4 unit	McGuire	10:15	Chil. Lit. 62	2 hrs.	Robinson	1:20
Ky. History 42a	1/4 unit	Peratt	8:45	Modern Poetry 71	2 hrs.	Robinson	7:50
HOME ECONOMICS:				MATHEMATICS:			
Sewing 42a	1/4 unit	Turner	2:15-3:10	Arith. 51	2 hrs.	Holbrook	11:10
ART:				MATHEMATICS:			
Art Educ. 21	1/4 unit	Claypoole	11:10	Col. Alg. 63	2 hrs.	McGurk	8:45
PHYSICAL EDUCATION:				MATHEMATICS:			
Health Education 41a	1/4 unit	Wilson	11:10	Solid Geom. 52a	2 hrs.	McGurk	1:20
EXPRESSION:				SCIENCE			
Spo. Eng. 43a	1/4 unit	Royalty	1:20	Biology 51a	2 hrs.	King	10:15-11:10
MUSIC:				SCIENCE			
Pum. Sch. 31	1/4 unit	Shader	10:15	Biology 55	2 hrs.	King	1:20
FOREIGN LANGUAGE:				SCIENCE			
Latin 11	-----	Carter	7:50	Zoology 71a	2 hrs.	King	7:50- 8:45
Latin 21	-----	Carter	8:45	Econ. Geog. 62	2 hrs.	Braun	2:15
French 41	-----	Carter	11:10	Geog. of Ky. 72	2 hrs.	Braun	10:15
				HISTORY AND SOCIAL SCIENCE:			
				HISTORY AND SOCIAL SCIENCE:			
				Modern Hist. 51			
				Economics 61			
				Pol. Sci. 64			
				HOME ECONOMICS:			
				Sewing 52a			
				ART:			
				Ind. Art. 51a			
				Drawing 51			
				PHYSICAL EDUCATION:			
				Personal Hyg. 52			
				School Games 53			
				MUSIC:			
				Pub. Sch. Music 51			
				Glee Club 62			
				FOREIGN LANGUAGE:			
				French 51			